

Influence of Terrorism on Educational Institutions: Perceptions of University Students

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Abstract

Terrorism is a brutal activity. It creates fear among innocent people. The group of extremists raise up in different regime of the globe and trained the young children for terrorism. Terrorism is as old as people. Terrorism is the unlawful utilization of power or viciousness by a man or a sorted out gathering by the general population or property with the aim of intimidation or compulsion of social orders or governments frequently for ideological or political reasons. The main purpose of the study was to identify the influence of terrorism on educational institutions. This study was quantitative in nature. Survey method was used to collect data. A sample of two hundred and sixty seven students was selected from public universities. A five point Likert type scale was used to collect data. The different tests frequencies, percentages, Mean, SD, independent t-test, and One Way ANOVA were applied to analyze the data. The major findings of the study indicated that brutal and impassive activities have psychological impact on students' mind due to which they do not pay their attention on studies properly and their academic performance is also affected due to terrorism. It is also concluded that the students of higher educational institutions were agree that extremists' activities disturbed the daily functioning of institutions, and created fear among learners. Terrorism affects the integrity of higher educational institutions. Educational institutions can't grow and compete globally in education field without peaceful environment.

Keywords: Terrorism, Innocent people, Ideological, Political, Educational institutions, Integrity.

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1. Introduction

Terrorism is the unlawful utilization of power or viciousness by a man or a sorted out gathering by the general population or property with the aim of intimidation or compulsion of social orders or governments frequently for ideological or political reasons. Terrorism is as old as people. It is ability to utilize brutality to influence governmental issues. It is irregular brutality against honest individuals with a specific end goal to scare them for political or different objectives (Deen, 2005; Hoffman, 1998; Martyn, 2002; Numberg, 2001).

Terrorism and warfare has turned into a noticeable component of the present day world. While governments concentrate on forestalling assaults and enhancing physical security. Due to extremist activities, various scholars and policy designers are worried about the mental consequences for society. The dread/uneasiness, itself, may convey a cost and, all things considered, ought to be a burden for governments (Sunstein, 2003). For some individuals, fear based oppression might be conceptualized as a fear chance which involves a high level of vulnerability with respect to the likelihood of risk, now is the right time/area and mechanism of attack (Slovic, 2002) where it is particularly hard to practice individual control. These highlights of extremism are exacerbated by the awareness that extremists target places, which thought to be privileged and of regular utilize.

Charles (2002) has characterized terrorism as the computed use or danger of viciousness to teach for, proposed to scare to governments or social orders. It is the aftereffect of fanaticism which brings about various types of appearance of roughness. Rana (2005) depicted terrorism as a sort of viciousness or risk to outlined make a climate of trepidation and trigger of hint to begin war and in this manner achieve some political change. Michael (2007) further expounded terrorism is a sorted out arrangement of intimidation particularly for political purposes.

Terrorism has no universally recognized definition. It is the state in which the physical and mental endeavors consolidate for the production of trepidation, tension and frailty. Terrorism is the mercilessness, which hurts more pure natives yet couple of delinquents. Terrorism is, politically constrained, engaged and outlined viciousness, against unprotected regular citizens for making dread in huge populace by a man or gathering (Afifa, 2010).

The words terrorist and terrorism were utilized by the Revolutionary Government of France in 1795 in setting to the power of dread. Politically these terms were utilized interestingly to portray roughness of a possessing foundation. In Britain these terms were utilized as defiant strengths against British expansionism.

Terrorism has been communicated dually as a heavenly obligation and a wrongdoing, unpardonable monstrosity and an advocated reaction to control. It relies on upon one's own perspective (Hussain, 2007).

Now a days, Muslim ummah is casualty of absence of education, lack of awareness, neediness, narrow mindedness and sectarianism. Pakistan is continually confronting partisan and religious wildness or harshness which is further expanded by the Taliban triumph in Afghanistan. The better approach for executing activists" and organization pioneers was developed. After 1997, mass partisan murdering turned out to be all the more much of the time which incorporates both sides bunches, including many group of individuals reprimanded for some hostile assaults, including focused on deaths, shootings and bomb attacks (Hussain, 2007).

Pakistan confronted roughness, dread and dangers from extremists. The foundations of militancy in Pakistan can be followed back to numerous socio-political components. Social hardship, drug-sneaking, Afghan outcasts, religious abuse through madrasas and preparing focuses, and outside variables, for example, the interaction of force legislative issues at the global level, all have had their offer in spreading militancy in Pakistan (Afifa, 2010).

The viability of education systems emphasizes the worth of virtuous teachers in guaranteeing the nature of an educational framework. To compete the nations in educational institutions, there is a requirement or need of suitable and peaceful environments for better learning. And this kind of environment is developed after eliminating the terrorism and brutal kind of master minds in the world (Hanushek, 2008; Nye, Konstantopoulos, & Hedges, 2004; OECD, 2005; Wossmann, 2002).

Each educational structure relies on skilled educationalists. A good peaceful environment is required to produce talented students and they can't be supplanted with whatever other sort of educating material. An educator is more than what is ordinarily discussed. The expert obligations of educators have numerous different perspectives (Deen, 2000).

An education system revolves around the teacher and he is considered the focal point of this system. Instructors having an unmistakable vision and comprehension of how to put applicable hypothesis into practice can create and start suitable operational techniques in their expert instructive environment. Educators are additionally in charge of remaking the mentalities and social practices of the people, but it is impossible with in war and terror environment (Aggarwal, 2010).

The traits and obligations of teachers look to be especially huge now as, with proficient talents and a strong vision and comprehension of the world, they can "polished" and "refined" of people in this advanced period of worldwide competitiveness (Rao, 2004).

Pakistan is fighting a ton of troubles in the parameters of education to teach its masses, among them the most vital issues are, unmitigated and bold imbalance of general and professional training, ceaselessly corruption in the instructive norms, unseemly utilization of material and human resources on vast scale, the poor standard of education as contrast with universal benchmarks, not well oversaw and incapable arrangement of education. But currently, Pakistan is facing brutal and terrorists attacks in its educational institutions due to which education system is going towards destabilization (Hashmi, 2000).

According to educationist report, which was piled up by the Global Terrorism Database, almost nine hundred and fifty brutal attacks were emerged in Pakistan, from 1970 to still, due to these terrorist acts five hundred and fifteen school children, teachers, and head teachers were victimized and they had lost their lives. There were four hundred targeted in serious injurious and in which they had lost their precious parts of body.

Terror assaults on schools and higher educational institutions the world over have ascended to more elevated amount in forty four years, as per the scientists at the University of Maryland. The study uncovers that there is a sharp increment in assaults since 2004. Pakistan is the most noticeably bad hit nation of the world with provokers' conscious animosity against educational establishments particularly schools, colleges and universities. Nigeria is the second most exceedingly bad hit nation in the globe. Terrorist assaults on educational foundations focused on schools, colleges, universities and instructive structures at a much higher rate (88%) than around the world (69%) in Pakistan somewhere around 1970 and 2014. The assaults were commonly nonlethal (94%) with utilization of explosives (90%) or firebombs (7%) against all kind of educational institutions. By report the primary goal of the assault was unsettling influence of the educational process.

Incident of Army Public school which was occurred in December (2014), this attack was game plan to destroy the educational structure completely of the country. Pakistani Taliban killed one hundred and fifty innocent school children and competent teachers in this brutal attack. They did not hit the only students, teachers and school building but also attack on Zarb-e-Azab that is achieving successfully its aims against Taliban.

Higher educational institutions are more awful terrorism influenced regions of the nation currently and the circumstances are becoming more dangerous due to Bacha khan university attack. No one knows, to what extent it will proceed and when this marvel will end. In these situations there is great need of to spare the instructive arrangement and educational system of the country from the evil impacts of terrorism to secure the eventual fate of the era and the institutions. It is accordingly expected to explore the reasons of terrorism and to discover the solution to remove the eventual outcomes of terrorism. The educational institutions are being decimated so the

students are straightforwardly influenced from circumstance. They are in steady trepidation and feel uncertainty in their educational settings. The valuable time of the students is squandered and they are confronting diverse mental issues. In this manner to persuade learners towards learning and to educate them about terrorism and its belongings, a study is expected to examine terrorism, its causes and effect on the teacher training institutions.

2. Objectives of the study

There were following objectives of the research to:

1. Explore the perceptions of the students to identify the influence of terrorism on educational institutions.
2. Identify the difference of demographic variables (gender, universities, age, semester, and different programs of the students) to identify the influence of terrorism on educational institutions.

3. Research Methodology

The quantitative approach was used in this study. The study was descriptive and survey type in nature. The survey method is used to collect the current information about any phenomena. The population of the study was students of institute of education and research Punjab University Lahore and university of education. The sample was selected by using convenient sampling technique. The total sample was consisted of 267 students, 167 students from IER and 100 students from UOE. The sample of students was consisted of different programs like BS, MA/MSC, M.Phil, and PhD programs.

The questionnaire related “influence of terrorism on educational institutions.” was used as instrument to collect the data from subjects of the study. The questionnaire was consisted of two parts; first part was about demographic variables, and second part was consisted of influence of terrorism on educational institutions. The questionnaire was pilot tested to check the reliability before conducting research. The value of Cronbach's Alpha was .888, which is statistical significant and acceptable. The researchers visited the institutions personally to collect the data from respondents. First, the subjects were also briefed about the research and then questionnaire was distributed among them. The questionnaire was received at the spot.

After data collection, the data were entered in to SPSS. The data analyzed by applying different statistical techniques. The descriptive and inferential statistical techniques were used to analyze the data. The frequencies, mean, and standard deviation were obtained in descriptive and independent sample t-test, and one way ANOVA was used in inferential statistics. The detail of data analysis is given below.

4. Data Analysis

A detail description of data analysis is as under.

Table 1

Reliability of the Scale

Instrument	Cronbach's Alpha	No. of Items
Influence of Terrorism	.888	19

Above table shows the reliability index of the questionnaire “Influence of Terrorism on Educational Institutions”. The questionnaire was consisted of 19 statements. The value of Cronbach's Alpha was .888, which is statistical significant and acceptable.

Table 2

Descriptive Statistics Frequencies and Percentages of Different Programs Students

Programs	Frequency	Percent
Bs	107	40.1
M.A, MSc	91	34.1
M.Phil	45	16.9
Ph.D	24	9.0
Total	267	100.0

Table indicates that 267 students of different programs participated in this study and gave their opinions related influence of terrorism on educational institutions. There were BS=107, M.A/MSC=91, M.Phil=45, and PhD=24 universities students.

Table 3

Descriptive Statistics Mean and Standard Deviation of Students' Opinions Regarding Influence of Terrorism on Educational Institutions.

Statements	M	SD
Disturb the daily functioning of institutions, such as delay in reaching department due to bomb blasts.	3.45	1.167
Incident of terrorism in Bachakhan University has created more fear among students.	3.62	1.102
Brutal activity in Army Public school was a sign that higher educational institutions will be affected due to terrorism.	3.74	1.117
Terrorism affects the integrity of higher educational institutions.	3.76	1.101
Educational institutions can't achieve their goals properly due to terrorism.	3.50	1.155
Terrorism has psychological effects on student's achievements.	3.76	1.081
Administration of institutions has made enough precautionary steps to handle situation created through terrorism.	3.58	1.053
Educational institutions got threat from the terrorists.	3.64	1.083
Educational institutions seems to be a jail due to security measures taken by institution authority.	3.39	1.068
Due to terrorism blasts students feel insecure in department.	3.63	1.141
Academic result of the students is affected due to terrorism.	3.47	1.208
Terrorism affects the learning environment of the institutions.	3.60	1.154
Courses remain incomplete due to terrorism.	3.24	1.258
Teachers remain absent from their duties in the insecure environments.	3.19	1.196
Terrorism increased the dropout rate of the students.	3.16	1.171
Co-curricular activities are affected by terrorism.	3.67	1.133
Co-curricular activities are held in much restricted way.	3.60	1.121
Students feel insecure to participate in co-curricular activities.	3.48	1.145
Islamic states of Iraq and Sham are also terrorist organization, against the educated society.	3.18	1.170

Above table highlights the mean and standard deviations of students' opinions related the influence of terrorism on educational institutions. The students of higher institutions were agree about the above mentioned statements regarding the effects or influence of terrorism on educational institutions. The highest mean ($M=3.76$) of the statements that terrorism affects the integrity of higher educational institutions and terrorism has psychological effects on student's achievements. The lowest mean ($M=3.16$) of the statement that terrorism increased the dropout rate of the students. This table depicts that terrorism has great influence on educational institutions. And it is very alarming situation and hard task for institutions to provide the peaceful environment to students.

Table 4

Difference between Male and Female Regarding Influence of Terrorism on Educational Institutions

Variable	Gender	N	Mean	SD	t-value	df	Sig.
Effects on Institutions	Male	57	63.91	12.329	-1.873	265	.062
	Female	210	67.39	12.436			

Table shows that comparisons difference was checked by applying independent sample *t*-test to compare the terrorism effects on institutions scores of males and females students. There was no significant difference in scores between males ($M = 63.91$, $SD = 12.329$) and females, $M = 67.39$, $SD = 12.436$; $t(-1.873) = 265$, $p = .062$. It is concluded that there is no significant difference between male and female students' perceptions regarding the terrorism effects on institutions.

Table 5

Difference between Universities Faculties Regarding Influence of Terrorism on Educational Institutions

Variable	Faculty	N	Mean	SD	t-value	df	Sig.
Effects on Institutions	IER	167	65.97	12.968	-1.142	265	.254
	UOE	100	67.77	11.573			

Table shows that comparisons difference was checked by applying independent sample *t*-test to compare the terrorism effects on institutions scores of universities faculties IER and UOE students. There was no significant difference in scores between IER ($M = 65.97$, $SD = 12.968$) and UOE, $M = 67.77$, $SD = 11.573$; $t(-1.142) = 265$, $p = .254$. It is concluded that there is no significant difference between IER and UOE students'

perceptions regarding the terrorism effects on institutions.

Table 6

Age Difference of Students Regarding Terrorism Effects on Institutions

Variable		Sum of Squares	df	Mean Square	F	Sig.
Effects on Institutions	Between Groups	62.386	3	20.795	.132	.941
	Within Groups	41314.813	263	157.091		
	Total	41377.199	266			

Table shows that one way ANOVA was applied to find the age difference in mean scores of students regarding the terrorism effects on institutions through perceptions of universities students. Opinions were obtained upon the terrorism effects on institutions; $F(3, 263) = .132, p = .941$. There was no difference age wise among the opinions of the students regarding the terrorism effects on institutions.

Table 7

Comparisons to Check Semester Difference of Students Regarding Terrorism Effects on Institutions

Variable		Sum of Squares	df	Mean Square	F	Sig.
Effects on Institutions	Between Groups	1037.709	2	518.854	3.396	.035
	Within Groups	40339.490	264	152.801		
	Total	41377.199	266			

Table shows that one way ANOVA was applied to find the semester wise difference in mean scores of students regarding the terrorism effects on institutions through perceptions of universities students. Opinions were obtained from students upon the terrorism effects on institutions; $F(2, 264) = 3.396, p = .035$. There was difference by semester wise among the opinions of the students regarding the terrorism effects on institutions.

Table 8

Comparisons to Check Difference by Student Ranks (Bs, M.A/Msc, M.Phil, and Phd) Regarding Influence of Terrorism on Educational Institutions

Variable		Sum of Squares	df	Mean Square	F	Sig.
Effects on Institutions	Between Groups	654.851	3	218.284	1.410	.240
	Within Groups	40722.348	263	154.838		
	Total	41377.199	266			

Table shows that one way ANOVA was applied to find the difference in mean scores of (BS, M.A/MSC, M.PHIL, and PhD) students regarding the terrorism effects on institutions through perceptions of universities students. Opinions were obtained from students upon the terrorism effects on institutions; $F(3, 263) = 1.410, p = .240$. There was no difference by among the opinions of the (BS, M.A/MSC, M.PHIL, and PhD) students regarding the terrorism effects on institutions.

5. Conclusion

Pakistan is facing many problems due to terrorism nationally and internationally. There are many problems in which one is educational institutions and academic life of students. The satisfactory and peaceful environment is important for better learning of students at any level. The results of current showed that there is negative effect of terrorism on educational institutions. The brutal and impassive activities have psychological impact on students' mind due to which they don't pay their attention on studies properly and their academic performance is also affected due to terrorism. It is also concluded that the students of higher educational institutions were agree that extremists' activities disturbed the daily functioning of institutions, and created fear among learners. Terrorism affects the integrity of higher educational institutions. Institutions do not considered the safe place for learning. The brutal activities in educational institutions are clearly signs from extremists that they do not like the education and educated society, and want to push the world towards ignorance. Terrorism has psychological effects on student's achievements. Peace is powerful weapon to achieve the entire goals not just in education sector, although in every sector of the society. They want to destroy the peaceful environment in educational institutions. Co-curricular activities are affected by terrorism and students feel insecure to participate in such kind of activities.

6. Recommendations

Following paragraph consists of future recommendations:

The education should be free for all because education plays a significant role to overcome the brutal and extremist thinking. The government should take solid steps against the terrorism and provide the tight security to the educational institutions. Because educational institutions can't grow and compete globally in education field

without peaceful environment. The teachers may reduce the fear from the students' minds by giving lectures in daily routine on ethics, love for all, brotherhood, equality, and status of human being in this universe. Terrorism is not an issue of a single country. All countries of the globe may develop a solid and effective policies to eliminate the terrorism because it is equally harmful for all nations in the world.

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